

CHAPTER I

INTRODUCTION

A. Background of Study

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal school starting from elementary school up to universities. English language skills include listening, speaking, reading, and writing. All these language skills become parts of the language teaching learning processes to be mastered by the students. Language skills can be developed in an integrative way. Receptive and productive capabilities can be developed together so that these can be useful in the teaching learning processes. However, training language skills is not simple. The same thing happens in the teaching-learning processes in speaking skills which have not yet been successfully achieved.

One phenomenon in education, from elementary to university student levels, students still find speaking exercises not fun and difficult. At the university level, many students seem unwilling to speak English and tend to be passive during the teaching learning. In speaking, students face some trouble in retelling the text. Students often stammer in answering the lecturer's questions, although they can answer them in the written forms. In the teaching learning processes, students have the tendency to depend on the lecturer and

that makes passive. It takes long time for them to answer the questions. Moreover, they seem to be inferior, they are unconfident, inaccurate, and unenthusiastic. The top from study is entering university. Student as university graduate supposed dominate all language skill, so that it can be applied in social life and can increase self-quality as social change agency. Muhammadiyah University of Surakarta is one of the prestigious private universities in solo, middle Java. This means that it offers quality education. However, there are things that still need to be improved. Because there are some complain about the speaking skills of their students.

Based on the observations it is found that student's speaking skills is not good. The problems found include language fluency and accuracy. On the issue of fluency, students tend to stutter or hesitate in expressing their ideas. When they were questioned or asked to express their ideas, they tend to be a long pause and think about what and how to express those ideas. On the issue of precision of language, students often make grammatical mistakes by not heeding the rules of language. This involves the use of pronunciations, such as

Student: same-sex marriage will make that person shamed. (*However, she said word "shamed" by [seim]. Then it corrected by lecturer*)

Lecturer: it is wrong pronunciation, because word "shamed" has to spell [syeim], not [seim]. Because [seim] refer to word "same".

In addition, it was found that student motivation for learning and teaching process is also not good. When he was not considered, they prefer to speak in Indonesian or regional languages spoken and generally are outside

the lecture topics.

When one of them presents something in front of the class, the others do not pay attention to the presentation. Researchers assume that this often happened, because the methods and teaching techniques that are used for this is still very conventional.

In English Department of Muhammadiyah University of Surakarta, speaking skill is given in four subjects. The first is Speaking 1 in which the learners are expected to make responses in the interpersonal communication based on social rules for language use. The second is Speaking II where the learners are expected to use an appropriate expression related to the everyday life situations. The next is Speaking III. In this subject, the learners are expected to dialogue smoothly by using Conversation Techniques. Competence III is more important because it becomes strong basic and transitions period to enter the last competence. Moreover, the last subject in Speaking IV is the students are expected to converse smoothly by using expression in business (Buku Pedoman FKIP 2007: 215-234). Then this subject is important to support student's major competence as English teacher.

Based on the vision and mission in Buku Pedoman FKIP 2007-2008 (2007: 190), English Department intends to produce the students who have good ability especially in speaking skill. However, in fact some phenomena happen in the process of reaching the goal. For example in the class, when teaching speaking, the lecturer found the students various speaking ability, many students who have good ability, many students who have middle ability,

and may be they will find many students who have bad ability in speaking. That phenomenon depends on each student, and they are also influenced by the students learning style

Then, here it is needed a lecture that has many teaching strategies in order to make sure that all students are capable of mastering speaking skill completely. Because the function of the lecturer is not to tell the students what they should learn, but to help them to select what they want to learn. The lecturer becomes a facilitator of learning and assisting the developing student. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the using of a variety of teaching methods. As Richards (1985:23) states that “the teacher’s role as catalyst, consultant, diagnostician, a model for learning”.

Based on the phenomenon above the writer is interested in analyzing strategies in teaching speaking to English departement student in muhammadiyah university of Surakarta. Therefore, the proposal entitled “strategies in teaching speaking to English departement student at Muhammadiyah University of Surakarta”.

B. Problem of the Study

Based on the background of the study, the writer would like to present the problems statement as follows:

1. What are teaching strategies used by the lecturer in teaching learning process of Speaking 3 at English Department in Muhammadiyah

University of Surakarta academic year 2012-2013?

2. What problems are faced by the lecturer in process teaching learning Speaking 3 at English Department in Muhammadiyah university of Surakarta academic year 2012-2013?
3. What problems are faced by the students in the learning Speaking 3 at English Department in Muhammadiyah University of Surakarta academic year 2012-2013?
4. What is problems solving used by the lecturer to solve problem faced by the students in learning Speaking 3 at English Department in Muhammadiyah University of Surakarta academic year 2012-2013?

C. Limitation of the Study

In this research, the writer limits his research on strategies which the lecturer applies in teaching Speaking 3 to 3rd Semester English department student at Muhammadiyah University of Surakarta academic year 2012-2013 taught by Mrs. Susiati.

D. Objective of the Study

In the relation to the problem of study above, the writer formulates some objectives are to:

1. Describe the teaching strategies used by the lecturer in teaching learning process of Speaking 3 at English Department in Muhammadiyah university of Surakarta academic year 2012-2013.
2. Identify problems faced by the lecturer in teaching Speaking 3 at English Department in Muhammadiyah university of Surakarta academic year 2012-2013.
3. Identify problems faced by the students in the process learning Speaking 3 at English department in Muhammadiyah university of Surakarta academic year 2012-2013.
4. Identify problems solving used by the lecturer to solve problems faced by the students in learning Speaking 3 at English department in Muhammadiyah university of Surakarta academic year 2012-2013.

E. Benefits of the Study

By doing this research, many benefit can be gained. These benefits are included practical and theoretical benefits.

1. Practical Benefits

There are some practical benefits:

a. For the writer himself

He can get larger knowledge about descriptive study of teaching **strategies** used by lecturer in English speaking teaching and learning process.

b. For the reader

They will get larger knowledge and information about descriptive study of teaching **strategies** used by lecturer in English speaking teaching and learning process.

- c. For the lecturer and learners

The result of this study will help the English lecturer and the learners to solve the problem in teaching and learning English especially in teaching and learning speaking.

2. Theoretical Benefits

There are some theoretical benefits:

- a. The result of this research can be useful for English lecturer in giving addition input in English speaking class.
- b. The writer hopes that this research will be one of the references for other researcher who will conduct the same object with different perspectives.

F. Research Paper Organization

This research paper is divided into five chapters;

Chapter I is introduction. This chapter consists of background of study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature. This chapter consists of previous study, speaking, speaking skill, knowledge related in speaking ability, teaching speaking process, approach, method, and strategies, the last is

principle of teaching speaking.

Chapter III is research method presenting type of the research, object of the research, subject of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV deals with finding and discussion. In this chapter writer describes the teaching strategies used by the lecturer in teaching learning process of Speaking 3, problems are faced by the lecturer in Speaking 3 teaching and learning process, then problems are faced by the students in the learning Speaking 3, and problems solving used by the lecturer to solve problem faced by the students in learning Speaking 3.

Chapter V presents conclusion and suggestion.